

Centre No.			Centre Name					
Candidate Name			Candidate Run No.					
Date of Assessment			Start Time of Assessment			End Time		
Overall Result for TASK 1	PASS / FAIL		Overall Result for TASK 2	PASS / FAIL		Overall Result for TASK 3	PASS / FAIL	
Candidate achieved External Assessment for Speaking/Listening Entry 1 with Secure Achievement.								tick
Candidate achieved External Assessment for Speaking/Listening Entry 1 with Satisfactory Achievement.								tick
Candidate failed External Assessment for Speaking/Listening Entry 1.								tick

**Summary Results**

Assessor's summary of Speaking and Listening for Entry 1 (please tick or complete grade in the table below). The candidate must achieve a Satisfactory or Secure pass in Tasks One, Two and Three in order to meet the full criteria.

MARK RECORD			
	Secure (4 marks)	Satisfactory (2-3 marks)	Did not achieve (0-1 marks)
TASK 1 - Listening			
	Secure (12-16 marks)	Satisfactory (8-11 marks)	Did Not Achieve (0-7 marks)
TASK 2			
TASK 3			
Assessor's Name:	Assessor's Signature:		Date of Assessment:
*Internal Quality Assurer's Name:	*IQA Signature:		IQA Date:
*External Quality Assurer Name:	*EQA Signature:		EQA Date:

**NB** \* Internal and External Quality Assurer signatures only required if sampled

**Mark Record**

To achieve the unit candidates must achieve all assessment criteria at Secure or Satisfactory level.

For an overall Secure Achievement the candidate must have ticks for all Secure Achievement boxes.

For an overall Satisfactory Achievement the candidate may have ticks for a combination of Secure and Satisfactory Achievement boxes.

<b>Assessment Criteria</b>	<b>1.1 Follow the gist of simple verbal communication. 1.2 Obtain necessary information from simple verbal communication for a given task.</b>	
<b>Question No. and Answer</b>	<b>Mark</b>	<b>Award</b>
<b>1. Where are the people?</b>  C – in a clothes shop	1	
<b>2. What are they talking about?</b>  B – changing something (a jumper)	1	
<b>3. What size jumper does the customer want?</b>  C – size 14	1	
<b>4. How much extra does the customer have to pay?</b>  A – £2.00	1	
	<b>4</b>	
		<b>TOTAL MARKS AWARDED</b>

**Assessor should apply the mark scheme positively. Candidates should be awarded marks as per the accepted responses or, where indicated, accept any other reasonable response.**

Assessment Criteria	Secure Achievement (2 marks)	Task 2 ✓	Task 3 ✓	Satisfactory Achievement (1 mark)	Task 2 ✓	Task 3 ✓	Did not Achieve (0 marks)	Task 2 ✓	Task 3 ✓
<b>1.3 Follow single step verbal instructions for a given task.</b>	Follows instructions correctly; asking for clarification if required.			Follows instructions correctly with 2-3 minor errors which do not affect the task given. These errors were corrected when prompted by the assessor.			Instructions not followed correctly and the task was not completed correctly.		
<b>2.1 Use pronunciation clearly to convey intended meaning.</b>	Articulates words clearly to be understood and demonstrates use of appropriate intonation when making requests and asking questions. Applies stress correctly to words and phrases and can use blended letters.			Articulates most words clearly to be understood. Demonstrates need to vary intonation when making requests and asking questions. Applies stress correctly in most instances.			Articulates some words clearly but overall speech lacks clarity and is difficult to understand. Lacking intonation when making requests and asking questions and inaccurate stress on words and phrases.		
<b>2.2 Use simple language appropriate for context when speaking.</b>	Able to give personal details and make simple statements of fact accurately when asked with high level of grammatical control. Maintains communication with little pause or hesitation. Uses common adjectives and nouns appropriate to the context. Can use contractions.			Able to give personal details accurately when asked. Can make simple statements of fact with some grammatical errors. Uses a limited range of lexis to describe people, places and things. Can respond appropriately to most questions with few pauses and uses contractions.			Uses a very limited range of lexis. Vocabulary is not always appropriate for the context. Hesitations and pauses seriously impede communication. Unable to respond appropriately to questions. Speech has a high number of grammatical errors.		

<b>Assessment Criteria</b>	<b>Secure Achievement (2 marks)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>	<b>Satisfactory Achievement (1 mark)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>	<b>Did not Achieve (0 marks)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>
<b>3.1 Provide a short verbal account for a given task.</b>	Makes simple contextual statements of fact. Can communicate with little pause or hesitation. Sentences are well formed with high use of grammar. Verbal accounts and responses to questions are relevant.			Makes simple contextual statements of fact with 2-3 errors which do not impede understanding. Errors may be self-corrected. Statements and responses are relevant. Some pauses and hesitations but these do not impede communication.			Simple statements of fact have significant errors in formation which impede understanding. Vocabulary is not always contextually appropriate. Hesitations and pauses impede clear communication. Unable to respond correctly to questions.		
<b>3.2 Convey relevant detail during a simple verbal communication.</b>	Recognizes requests for information, instructions and directions. Responses are both short and full. Needs little prompting. Makes simple, accurate, contextual statements of fact. Communicates with little pause or hesitation. Grammatically well-formed sentences.			Recognizes requests for information, instructions and directions. Mostly able to respond; will give a response when prompted. Makes simple contextual, factual statements with 2-3 errors. Pauses and hesitations do not impede clear communication. Few grammatical errors.			Simple statements of fact have significant formation errors which impede understanding. Unable to respond appropriately and needs significant prompting, instructions and directions are not contextually relevant. Significant hesitations and pauses.		
<b>4.1 Make relevant contributions to discussion.</b>	Expresses relevant information clearly. Makes contextualised statements with minor grammatical errors. Uses strategies to seek clarification or deal with misunderstandings. Demonstrates high control of grammar and vocabulary.			Makes simple contextual statements with 2-3 grammatical errors which do not impede understanding. Responses are short but relevant. Clarifies misunderstood information on request. Hesitations do not impede clear communication.			Contributions are minimal and do not always provide relevant information. Overall lack of clarity when giving simple information and unable to clarify information for the listener. Hesitation and pauses impede clear communication		

<b>Assessment Criteria</b>	<b>Secure Achievement (2 marks)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>	<b>Satisfactory Achievement (1 mark)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>	<b>Did not Achieve (0 marks)</b>	<b>Task 2 ✓</b>	<b>Task 3 ✓</b>
<b>4.2 Express simple views clearly during verbal communication.</b>	Takes part in a simple, social interaction to communicate feelings, likes and dislikes and simple views to the listener. Demonstrates high knowledge and is able to use grammar and vocabulary effectively at this level.			Can communicate feelings, likes, dislikes and simple views with few grammatical errors. 2-3 errors but these do not impede exchange. Some pauses and hesitations do not impede clear communication.			Can communicate some feelings, likes and dislikes but vocabulary is limited and there are significant grammatical errors, pauses and hesitations which impede communication and understanding. Communication lacks clarity and cohesion.		
<b>5.1 Make effective verbal requests to obtain information.</b>	Makes simple requests to obtain specific information, using a range of interrogatives. Forms the questions correctly and uses contracted forms where appropriate, can use modal verbs for questioning.			Makes simple requests, using a limited range of interrogatives. Sufficient control using contractions. 2-3 errors but questions are sufficiently accurate to obtain specific information. Some use of modal verbs.			Makes simple requests and asks simple questions, but use of interrogatives is limited and there are frequent errors which impede communication. Attempts some use of modal verbs which may be used inaccurately or insufficiently for meaning.		

**Learning Outcomes and Assessment Criteria - Mapped to ESOL Core Curriculum**

<b>CC Ref</b> Mapped to the ESOL Core Curriculum.	<b>Qualification Specification</b> <b>Assessment Criteria</b>	<b>Learning Outcomes</b> <b>The candidate will:</b>	<b>Examination Assessment</b> <b>Criteria - The candidate can:</b>
Lr/E1.1a, Lr/E1.1b, 1c Lr/E1.2a, Lr/E1.2b, Lr/E1.2c, Lr/E1.2d, Lr/E1.2e Lr/E1.3a,3b	1.1 Listen for gist, detail or key information in short spoken sources in familiar contexts. 1.2 Follow single-step instructions/directions in a familiar context	1. Be able to obtain information from simple verbal communication.  LO1 Be able to obtain information from spoken sources.	1.1 Follow the gist of simple verbal communication.
			1.2 Obtain necessary information from simple verbal communication for a given task.
			1.3 Follow single step verbal instructions correctly for a task.
Sc/E1,1a,1b	2.1 Convey relevant information in simple communications such as description, instruction and personal information.	2. Be able to speak English clearly to be understood.  LO2 Be able to speak to communicate information.	2.1 Use stress and intonation and accurate pronunciation to convey intended meaning.
			2.2 Use simple language appropriate for context when speaking.
Sc/E1.4a, Sc/E1.4b,4c, Sc/E1.4d,4e Lr/E1.1d Lr/E1.2b, Lr/E1.2c, 2d Lr/E1.4a, 4b	3.1 Make basic requests and ask basic questions using appropriate conventions.	3. Be able to convey information and make simple statements of fact.  LO3 Be able to make requests and ask questions.	3.1 Provide a short verbal account for a given task.
			3.2 Convey relevant detail during a simple verbal communication.
Sd/E1.1a,1b,1c Lr/E1.1d,2b,2c, Lr/E1.2d 4a, Lr/E1.4b,5a, Lr/E1.5b,5c, 5d	4.1 Take part in simple discussion in everyday contexts. 4.2 Express simple likes, dislikes and feelings.	4. Be able to engage in discussion with others.  LO4 Be able to engage in discussion.	4.1 Make relevant contributions to a discussion.
			4.2 Express simple views clearly during verbal communication.
Sc/E1.2a,2b,3a, Sc/E1.3b, 3c 3d Lr/E1.1d, 2b,5a Lr/E1,5b, 5c,5d		5. Be able to make requests.	5.1 Make effective verbal requests to obtain information.

## Assessor Instructions

Dictionaries are not allowed  
Each task is timed

### TASK 1 (up to 10 minutes)

The text below must be recorded by the Centres prior to the exam.

Sales Assistant: Good morning. How can I help you?

Customer: Hello, I bought this blue jumper yesterday but when I got home and tried it on it was too big. Can I change it for another one please?

Sales Assistant: What size do you want?

Customer: Size 14 please.

Sales Assistant: I'm sorry; we only have size 14 in pink, green or black.

Customer: Oh...I really need a blue jumper. Can I choose another style?

Sales Assistant: Yes of course.

Customer: Can I have this blue jumper instead?

Sales Assistant: That's £2 extra. Would you like a bag?

Customer: That would be great. Thanks so much.

Sales Assistant: No problem, you're welcome.

Customer: Thank you, goodbye.

Explain to the candidates:

- *You will hear two people speaking.*
- *Before listening, I will give you two minutes to look at the questions*
- *I will play the recording twice*
- *Tick the correct answer*
- *You must not speak during this test*

## **Task 2 (8-10 minutes with preparation time)**

This task is for paired communication with the assessor.

Two Entry 1 candidates should complete this activity together and talk to the assessor about ordering food and drink for a classroom party.

Explain the activity to the candidates.

*I work in a takeaway. You want to order some food for a party.*

*You must tell me what kind of food and drink you want.*

*You must ask me questions about the food I sell.*

*We will speak for 5-6 minutes.*

*You could talk about...*

- *How many people you want at the party.*
- *The type of food you want.*
- *The food you like and don't like*
- *The drinks you want.*
- *How much money you want to spend.*

***N.B. The assessor is allowed to help where needed. (If the candidate is struggling to communicate a new idea, ask: "Would you like to learn more about ...? What do you want to know?"***

**Each candidate must engage in at least two exchanges independently.**

Ask the candidates to look at the information and images and give them two minutes to think about what they are going to say.

**Recordings of speech must be made and notes on each candidate's performance are to be completed on the assessment record sheets to show the level of achievement.**



### **Task 3 (8-10 minutes with preparation time)**

This task is for paired communication.

Two Entry 1 candidates should complete this activity together with the Assessor observing.

Explain the activity to the candidates.

*You will speak to another candidate about living in the UK.*

*You must speak, listen and ask questions.*

*You will speak for 5-6 minutes*

*You could talk about these things....*

- *What is good or bad about the UK*
- *The weather*
- *The houses*
- *The people and friends*
- *The shops and markets*
- *Is it expensive or cheap to live in the UK?*
- *Colleges and Schools*
- *Things to do and places to go.*

***N.B. The assessor is allowed to help where needed. (If candidates are struggling to communicate a new idea, ask: "Would you like to talk more about ...?" "Can you tell us about.....?"***

**Each candidate must engage in at least two exchanges independently.**

Ask the candidates to look at the information and images and give them two minutes to think about what they are going to say.

**Recordings of speech must be made and notes on each candidate's performance are to be completed on the assessment record sheets to show the level of achievement.**

## **Assessment Guidance**

At Entry 1 the candidate will complete three tasks. The ESOL Speaking and Listening standards will be met in full across all three tasks, although each task may not meet every standard.

A record of each candidate's performance must be made on individual mark sheets and each task must be passed to achieve an overall pass at the level. Where a candidate fails a task, a different version of the task must be completed. Any tasks which have already been passed do not need to be repeated. At least an additional two weeks' teaching must be completed before attempting a new assessment task.

The tasks must be completed under controlled conditions. Assessors may not comment on planning of assessment tasks. The evidence produced must be the candidate's own unaided work.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN mark scheme must still be used.

The assessment tasks may take place on different days to help the management of the assessments but the total amount of time available to candidates must not exceed the permitted duration of the assessments being undertaken.

Assessments can take place in the classroom, although candidates should not be disadvantaged by the environment and they must take place under controlled conditions.

To successfully pass the full Speaking and Listening assessment, candidates must achieve a pass in all three tasks

Centres must retain records of failed assessments as well as those which are passes.

**Assessors must sign and date the completed Assessment Mark Sheet.**

## **Introduction – Speaking and Listening Entry 1**

This unit assesses the skills and knowledge required to meet the national standards at Entry 1 for Speaking and Listening. At this level, candidates can:

- **Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions.**
- **Speak to communicate basic information, feelings and opinions on familiar topics.**
- **Engage in discussion with another person in a familiar situation about familiar topics.**

Tutors will need to teach Speaking and Listening using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of candidates. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Candidates should be provided with appropriate support throughout. Opportunities for candidates to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and the recording of each activity must reflect the needs of the candidates and the context in which they are learning.

## **Unit Assessment**

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the ESOL Core Curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured and externally quality assured. These are available at the end of this External Assessment Pack. Candidates not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the candidate's previous attempt.

## **Quality Assurance**

Assessors should mark the assessments in line with the NOCN mark scheme guidance. A sample of assessed work should be internally quality assured by an internal quality assurer. 10% of all recorded activities are required to be quality assured and verified, and samples must include all assessors. Tutors can undertake the role of Assessor. Tutors, Assessors and verifiers must be technically competent in teaching ESOL and hold a full teaching qualification and at least a level 4 specialist qualification in ESOL. In the case of new assessors, it is expected they will be working towards a PGCE, Certificate in Education or Level 5 specialism. A further 10% of assessments must be observed by an Internal Quality Assurer (IQA) who must complete an Observation of Performance report. The IQA must be technically competent in teaching English as a Second or Other Language and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is delivered.

**Each recording should be clearly labeled with:**

- **The name of the candidate.**
- **The name of the assessor/assessor.**
- **The date of the assessment.**
- **The level of the assessment.**

**On the recording of each activity:**

- **The candidate should state their name.**
- **The candidate should state their candidate number.**

Assessor and IQA Observation Records must be clear and well-presented and indicate how assessment decisions have been made. Assessor records must contain notes on non-verbal signs used by the candidate to attract attention, seek clarification or reinforce meaning. Following internal quality assurance, centres should request an external quality assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

## **Instructions for Assessors**

**The assessor should ensure that:**

- **The candidate has sufficient information to complete the task before commencing.**
- **The candidate has sufficient time to prepare for the task.**
- **The candidate understands the task.**
- **Evidence must be recorded on mark sheets and digitally for speaking/listening.**

The assessor must explain the nature of the task and should read out the questions, but they must not help the candidates with any part of the listening element of the tasks.

Candidates must form and express their spoken responses to any part of the assessment task itself without assistance, input or intervention of the assessor. Assessors can encourage responses by asking open questions where candidates are struggling. Where assessors are participating in the task, it is recommended that these particular tasks are recorded to enable the assessor to listen again and confirm their judgments against the Assessment Mark Sheets.

If a candidate does not achieve the task, they must be given another assessment. The context and/or situation must be changed to ensure the task is not simply repeated.

The assessor must ensure that where candidates are being assessed in pairs or groups for a task, that each candidate has a fair opportunity to be assessed on all parts of the task. If necessary, the assessor may need to intervene and take on a role within a task to ensure equal opportunity for assessment. Where assessors take on a role, they can encourage responses by asking open questions where candidates are struggling as a natural part of the discussion.